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AUTHOR	Gross, James A.
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ABSTRACT

This book analyzes the consequences of 260 case decisions in New York State in which tenured teachers have been charged with misconduct or incompetence. Four sections explain the standards used in making these determinations for the purpose of establishing the meaning and measurement of good teaching, the conception of teachers as role models, and expected teacher conduct and performance criteria. The first section, an introduction, discusses the intent, advantages, and disadvantages of section 3020-a, the statute that governs due process proceedings for tenured teachers. The second section, "Conduct Unbecoming a Teacher" reviews the harmful consequences of vague standards, the concept of role models as standards of discipline, the nexus between conduct and performance, off-duty conduct, the nature of the educational process, and the conflict between morals and custom. Topics discussed in the third section "Incompetence and Inefficiency," include standards for determining competency, measuring performance, legislating fair treatment and evaluation procedures, remediating teacher insufficiencies, and initiating a positive cooperative approach between school administrators and teachers. Finally, a section of conclusions points out that the unfairness of the present disciplinary system--caused by a lack of evidence about the dynamics of teaching and learning--actually prevents equitable and productive educational reform from taking place. (JAM)

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